

**INDEPENDENT SCHOOLS COUNCIL
(ISC)**

INSPECTION OF

**THE GODOLPHIN AND LATYMER SCHOOL
LONDON, W6**

BY THE

**INDEPENDENT SCHOOLS INSPECTORATE
(ISI)**

December 1st – 5th 2003

**SUMMARY REPORT

INDEPENDENT SCHOOLS INSPECTORATE

SUMMARY INSPECTION REPORT ON

The Godolphin and Latymer School

Full Name of the School	The Godolphin and Latymer School
DfES Number	2056291
Address	Iffley Road, Hammersmith, London W6 OPG
Telephone Number	02087411936
Fax Number	020 8746 3352
E-mail Address	vcox@godolphinandlatymer.com
Name of Headmistress	Miss Margaret Rudland
Chairman of Governors	Mrs Lavender Patten

Age Range	11-18	Gender	Girls
Number of Pupils	714	Number of Boarders	0
Inspection Dates	1st-5th December 2003		

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 163(1)(b) of the Education Act 2002, under the provisions of which the Secretary of State for Education and Skills has accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003.

The school must not quote the report selectively in the school prospectus or other promotional literature.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

Main Findings

Overall Summary

The Godolphin and Latymer School provides its pupils with a very good education in which they are enabled to achieve high academic standards and develop their interests and capabilities in cultural, aesthetic and other activities. Their welfare is very well promoted by the school and they learn to accept responsibility for others. They have many outstanding qualities, largely the product of excellent features in the school's moral, social and pastoral provision. They grow into independent-minded, mature and well-balanced young women, at ease with themselves and others and very well prepared for the next stage of their education. The school has no major shortcomings and few areas for improvement.

What the School Does Well

The school has a very large number of strengths. Among these the following are prominent.

- The pupils make rapid progress and achieve high standards as a result of very good teaching and enthusiasm for learning.
- The pupils' personal development is very good and promoted by excellent features in the system of pastoral care.
- The curriculum is very good and participation in extra-curricular activities is excellent.
- The quality of the teaching and support staff is high.

What the School Should Do Better

The school has no major shortcomings, but the following are areas for improvement.

- The school development plan does not focus on a small number of shared short-term objectives set out in priority order.
- The use of ICT as a teaching resource is not sufficiently extensive within subjects.
- The process of staff review is not systematic enough to be a fully effective way of promoting professional development.

Standards of Attainment and Progress in Subjects

At all stages, standards are high by age, ability and circumstance. Results in GCSE and A Level examinations are well above those in maintained selective schools (the closest definition of comparable schools). On inspection evidence, for the pupils' ages and abilities, standards were very good in all the subjects inspected fully. The pupils are very well prepared for the next stage of their education.

Over time and in lessons, progress is very good and there are no obvious differences by ability, educational need or background. The school has improved on the high standards reported at the time of the previous inspection.

The Quality of Pupils' Learning, Attitudes and their Behaviour

The quality of pupils' learning, attitudes and behaviour is very good throughout the school. The pupils are highly motivated with good powers of concentration. They respond with enthusiasm, question readily and are willing to take responsibility for their learning. They are co-operative and caring, forming constructive relationships which lead to a highly productive learning environment. Their respect for the values, beliefs and feelings of others is evident and their behaviour in class and around school is very good.

The Quality of Teaching

The quality of teaching is very good, particularly in the sixth form. In more than one in 10 lessons, the teaching was excellent. It was very good in nearly a half, good in more than a quarter and sound in almost all of the remainder. Teaching is the crucial factor in the pupils' rapid progress and their achievement of high standards.

Other Aspects of the School

Attendance

Attendance is good and enables the pupils to take full advantage of the opportunities provided by the school. With few exceptions, they arrive punctually at lessons and other activities. The procedures for keeping the attendance and admission registers are good, except that the official admission register does not contain all the parental addresses for each pupil.

Assessment and Recording

The quality of assessment and recording is very good. The methods used are thorough, efficient and well suited to the ages and needs of the pupils, including those identified in a statement of special educational need or on the school study support list. Assessment procedures and teachers' marking are frequent, accurate and very effective in promoting the pupils' progress.

Curriculum

The quality of the curriculum is very good, with many strengths and only a few weaknesses. It is well suited to the abilities and needs of the pupils, including those identified in a statement of special educational need or on the school study support list. All pupils have access to a broad range of subjects that are well balanced within the timetable, contributing strongly to the pupils' academic and personal development. Planning is very good across the curriculum, successfully helping students to sustain progress.

In Years 7 to 9 the curriculum is enriched by classical subjects, three modern foreign languages and philosophy and religion. Also, the three sciences are taught by specialists. In Years 10 and 11, a broad core curriculum is followed with the addition of a wide range of options. In the sixth form, a considerable choice of A-level and AS subjects is available, supplemented by a general studies programme aimed at broadening horizons.

Throughout the school, the curriculum is enriched by a large number of educational visits, language exchanges, and activities undertaken to stimulate the intellects and interests of the pupils.

Teaching and Non-teaching Staff

Provision of staffing is very good. The school is generously staffed with teachers who are well qualified and deployed. Most have professional teaching qualifications in addition to their academic ones. The teaching staff make a very good contribution to the high educational standards. Their work is enhanced by supportive induction procedures and opportunities for in-service training. The system of staff review has been used by about a third of the teaching staff. The contribution made by a wide range of support staff is also very good.

Resources and Learning

The school is well supplied with ICT equipment and other resources. The computer facilities include a new network offering good access to pupils and teachers, but they are not fully exploited in academic teaching. The electronic resources for science and modern foreign languages are of high quality and very well used. The supply of textbooks is good and other teaching resources, including videos, maps and musical instruments, make important contributions to learning.

Libraries

The main school library is very well equipped, well used and very successfully managed as a resource for the school as a whole. The range, quality and accessibility of the library facilities are very effective in supporting pupils' attainment, progress and quality of learning.

Premises and Accommodation

The quality of the premises and accommodation is good. The buildings are suitable for their purpose, although the site is small, and every available space has been used to full advantage. The premises contribute well to the academic atmosphere enjoyed by the pupils.

Links with Parents and the Community

Links with parents and the community are very good. The large number of parents who replied to the inspection questionnaire expressed strongly favourable views of the pupils' progress and attainment, the teaching they receive, the school's promotion of worthwhile attitudes and values and its provision of the curriculum, homework and extra-curricular activities. The inspection team shares their views.

Parents are provided with very good information about the school and about their children's work and progress. Reports to parents are clear and useful. Opportunities exist for parents to be involved in activities in the school and so contribute to the pupils' learning. The educational experience of the pupils is further enriched by links with the local community and the service which they provide to the elderly and to the young.

Pupils' Personal Development

The provision for pupils' personal development is very good. The school offers excellent opportunities for moral and social development and very successfully enables its pupils to develop a system of spiritual beliefs, together with a very good appreciation and awareness of their own and other cultural traditions. Moral issues are explored extremely effectively in a range of contexts, but particularly through the personal, social and health education programme, which includes citizenship. Excellent encouragement is offered to pupils to relate well to each other, to take responsibility and to participate fully in the school community. The personal development of the pupils has many excellent features and the girls are superbly equipped for the future.

The school's provision for pastoral care, support and guidance is very successful in promoting the personal, social and academic development of all pupils, and highly effective measures safeguard the pupils' health, welfare and safety. Throughout the school, excellent support is provided by form tutors, heads of section and senior management. In the sixth form, the systems make an outstanding contribution to the academic progress and personal development of the students, with very good guidance for entry to higher education.

Very good support is provided for pupils with particular learning needs and the school works hard to ensure that all pupils have equal access to opportunities within and beyond the formal curriculum.

Governance and Management

The governance and management of the school are very good, as is clear from the school's success in providing an education of high quality in which the pupils attain high standards and develop very well as individuals. At all levels of management, the school is forward looking.

The monitoring of resources and staffing ensures that provision is sufficient, well deployed and of suitable quality. However, while the procedures for the induction of staff are very good, the system of staff review is insufficiently systematic to provide a fully effective approach to professional development.

The school has formulated a development plan which provides an excellent analysis of its needs, but there is no short-term focus on a small number of clearly defined objectives presented in priority order and associated with criteria for success. Departments are very well managed and under effective leadership, but few departments have identified developments closely linked to the objectives set out in the school development plan.

Achievement and Quality in Activities

The quality of activities is very good and the pupils achieve highly in them. The school offers an extensive programme covering a wide range of pursuits. The level of participation is excellent and this adds greatly to the personal development of the pupils.

Many activities are offered in music, drama and sport, as well as across a whole range of other disciplines and interests. A good number of specialist staff are involved, training pupils in specific skills and ensuring high standards in each area. In many activities, pupils are involved in work with the local community; this reinforces the school ethos of promoting mutual support.

Progress Made by the School since its Last Inspection

The last inspection was in October 1997. Since then the school has made very good progress. The pupils' standards are higher and the quality of teaching has risen. The school has fulfilled most of the previous recommendations, although it has further to go in establishing a fully effective process of departmental review.

Compliance with the Regulations for Registration

Note. The Independent School Standards Regulations apply from the beginning of September 2003, but schools have had relatively little time to implement them. This applies especially to the detailed Regulations for providing parents with information and for establishing a parental complaints procedure.

DfES Standard	Does the school meet the regulatory requirements?
1. Quality of education: 1.(2) Curriculum	Yes
1.(3)-(5) Teaching	Yes
2. Spiritual, moral, social and cultural development of pupils	Yes
3. Welfare, health and safety of pupils	It meets almost all of the requirements
4. Suitability of proprietors and staff	Yes
5. Premises and accommodation	Yes
6. Provision of information	Yes
7. Manner in which complaints are to be handled	Yes

Actions Required for Compliance with the Regulatory Requirements

In order to meet all the requirements, the school must:

ensure that the official admission register contains all parental addresses for each pupil.
Regulation 3.(9)

In addition to the action set out above, the school is asked to address any issues highlighted in What the School Should Do Better. These are set out as recommendations for the school in Section 2 of the report.